

# *Arizona Department of Education*

*September 2014*

## ESEA FOR LEAs

Cycle 2 Monitoring

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# Monitoring Through ALEAT

- View and respond to questions regarding criteria monitored through ALEAT.
- Upload documentation into the file cabinet in the ALEAT system.
- LEA Administrators in ALEAT provide invitation codes for their LEA.

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## Expectations for Federal Compliance

Although LEAs must be in compliance with the designated cycle monitoring for the current school year, the LEA is also expected to be in continuous compliance with all of the requirements outlined in each cycle.

The assigned cycle monitoring for the current academic year does not absolve the LEA from meeting and completing the requirements and responsibilities outlined under Elementary and Secondary Education Act of 1965.

Noncompliance may result in suspension of federal funding.

# Cycle 2

## What is it?

- Self-assessment of Title I programs, highly qualified teachers and paraprofessionals.

## What is monitored?


- Assurances for Title Monitoring
- Title I-A Qualifications for Paraprofessionals
- Title I-A Qualifications for Teachers
- Title I-A Schoolwide Plan
- Title I-A Targeted Assistance Schools
- MEP Services for Preschool/Out of School Youth and Coordination of Services

# C2-01: Statement of Assurance

## Compliance Indicator

Affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance and uploaded the requested evidence.

2010 - 2011  
 ESEA Programmatic Monitoring  
**Statement of Assurance**



An LEA participating in the *Elementary and Secondary Education Act* is required to complete a self-assessment annually to ensure that programs are in compliance with all applicable statutes, regulations, and applications.

Submission of the Cycle 2 Monitoring Instrument in Arizona LEA Tracker (ALEAT) affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance.

Required evidence (if applicable) to be uploaded in the LEA ALEAT Filing Cabinet:

- ☐ Title I Paraprofessionals with Supervisors
- ☐ 4 Week Letter
- ☐ Parents Right to Know Notice
- ☐ Teacher Vacancy List
- ☐ Hiring Procedures for Teachers and Paraprofessionals
- ☐ Principal(s) Attestation Form
- ☐ Schoolwide Plan(s)
- ☐ Schoolwide Principal Input Form
- ☐ Targeted Assistance Principal Input Form
- ☐ Targeted Assistance Selection Criteria (Pk-2)
- ☐ Targeted Assistance Selection Criteria (3-12)
- ☐ Targeted Assistance Title I Program Description
- ☐ Targeted Assistance Title I Teacher List
- ☐ Targeted Assistance Program Evaluation
- ☐ Migrant Education Program (MEP) Out of School Youth
- ☐ MEP Preschool Services
- ☐ MEP Service Delivery Plan

As the authorized agent of the LEA, I attest that the review and information provided in Cycle 1 is accurate and true. The requested evidence has been uploaded to verify compliance.

*I understand that funding may not be allocated or the LEA placed on programmatic hold if the ADE identifies that any of the evidence provided to ADE is found to be false and/or deemed out of compliance.*

\_\_\_\_\_  
 CTDS

\_\_\_\_\_  
 LEA

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Authorized Signature

\_\_\_\_\_  
 Email address

\_\_\_\_\_  
 Phone

ESEA Cycle 2 Monitoring 8/2010

Upload this Signed document into ALEAT

# C2-01: Statement of Assurance

Enter the following  
information: CTDS #

LEA

Name

Date

Authorized

Signature E-Mail

Address Phone

Number

2010 - 2011 ESEA Programmatic Monitoring			<div>Cycle 2</div>
<b>Statement of Assurance</b>			
<p>An LEA participating in the <i>Elementary and Secondary Education Act</i> is required to complete a self-assessment annually to ensure that programs are in compliance with all applicable statutes, regulations, and applications.</p> <p>Submission of the Cycle 2 Monitoring Instrument in Arizona LEA Tracker (ALEAT) affirms that</p>			
<div>Be sure to print out this form once completed and save for your records. Data typed into this form cannot be saved.</div>			
<div>Scan the completed form and save as an e-copy to be uploaded into ALEAT.</div>			
<div><input type="checkbox"/> Migrant Education Program (MEP) Out of School Youth <input type="checkbox"/> MEP Preschool Services <input type="checkbox"/> MEP Service Delivery Plan</div>			
<p>As the authorized agent of the LEA, I attest that the review and information provided in Cycle 1 is accurate and true. The requested evidence has been uploaded to verify compliance.</p> <p><i>I understand that funding may not be allocated or the LEA placed on programmatic hold if the ADE identifies that any of the evidence provided to ADE is found to be false and/or deemed out of compliance.</i></p>			
CTDS	LEA	Date	
Authorized Signature	Email address	Phone	
ESEA Cycle 2 Monitoring 8/2010		Upload this Signed document into ALEAT	

# Title I-A Qualifications for Paraprofessionals

## C2-02: Direct Supervision of Title I Paraprofessionals

- ❑ The LEA ensures that a paraprofessional does not provide any instructional service to a student unless the paraprofessional is working under direct supervision of a highly qualified teacher.
  - Documentation:  
*List of Paraprofessionals with Supervisors*

## C2-02: Duties Assigned to Title I Paraprofessionals

- ❑ The LEA ensures that a paraprofessional working in a Title I program is assigned appropriate duties. [Included on the List ]

## C2-02: Title I Highly Qualified Paraprofessionals

- ❑ The LEA ensures that all instructional paraprofessionals working in a Title I program are highly qualified. [No documentation required]

## C2-02: Direct Supervision of Title Paraprofessionals

## Compliance Indicator

- ✓ Paraprofessional is supervised by an HQ teacher.
- ✓ The teacher of record prepares the lesson plans, instructional support activities, and evaluates the achievement of the students.
- ✓ The para works in close and frequent proximity of the teacher.

#### List of Title I Paraprofessionals with Supervising Teacher

[illegible]



## C2-02: Direct Supervision of Title Paraprofessionals

#### List of Title I Paraprofessionals with Supervising Teacher

Enter the following information:

- CTDS #
- LEA Name

- Enter the following information:

  - CTDS #
  - LEA Name

Enter the following information:

- Name of Title I Paraprofessional(s)  
Paid with Title I Funds
- Met HQ Requirements
- Supervising Teacher
- School Site/Subject
- Schedule of Sessions

- Enter the following information:
- Name of Title I Paraprofessional(s)  
Paid with Title I Funds
  - Met HQ Requirements
  - Supervising Teacher
  - School Site/Subject
  - Schedule of Sessions

[illegible][illegible]

# Title I-A Qualifications for Teachers

## C2-03: HQ Requirements for Core Academic Teachers

- ❑ The LEA ensures that all core academic subject teachers teaching within the LEA are highly qualified.

## C2-03: Effective Teachers

- ❑ The LEA ensures that all core academic teachers are working towards becoming effective teachers as well as highly qualified teachers.
- ❑ The LEA has procedures in place to ensure that all teachers in core academic areas are highly qualified at time of hire or transfer.

## C2-03: HQ Requirements for Core Academic Teachers

### Compliance Indicator

- ✓ *Are all core academic teachers highly qualified?*
  - ✓ *For teachers who are not highly qualified in the core content area in a Title I school, has the principal sent notification letters to the parents of the students taught by the non-highly qualified teachers?*
  - ✓ *For a substitute teacher in a vacant teaching position, has the LEA continued to seek a highly qualified teacher for the position?*
  - ✓ *Has the LEA made provisions for replacing the substitute teacher in a vacant position with a highly qualified teacher within the 120 days?*
- *Documentation*
    - *4 Week Letter*
    - *HQT database*
    - *Teacher Vacancy List*

## C2-03: HQ Requirements for Core Academic Teachers

The principal of an LEA must send notification to the parents of the students taught by teachers who are not highly qualified in the core content area of a Title I School.

Every LEA must submit a copy of the 4 Week Letter on school letterhead into ALEAT regardless whether they needed to send a letter to parents this current academic year

Enter the following information:

- Date (within the first 4 weeks of the first day of school)
- School Name
- Address
- City, State, Zip Code
- Name of non-HQ teacher
- Principal's Name or Head of Human Resources Department

### Sample Template of the 4 Week Letter

(Date)

(School Name)  
(Address)  
(City, State, Zip)

Dear Parents:

Under the Federal No Child Left Behind (NCLB) ACT of 2001, Title I schools are required to provide parent notification when a teacher does not meet the requirements of a highly qualified professional as outlined in NCLB legislation.

We value (Teacher's Name) as a faculty member at (School Name). Although (Teacher's Name) is certified to teach in the State of Arizona, he/she does not meet the criteria for being highly qualified according to the NCLB guidelines. (Teacher's Name) has been a successful teacher at (Name of School) and we are happy to have her/him be a part of our staff. Although (Name of Teacher) does not currently meet the highly qualified criteria, (he/she) will be completing the necessary highly qualified requirements as soon as possible. Thank you.

Sincerely,

Human Resources Department  
(Name of School)

Complete and submit this item on school letterhead under C2-06.

## C2-03: HQ Requirements for Core Academic Teachers

LEAs must notify parents of students attending Title I schools that parents may request to review the professional qualifications of their student's teacher.

The information provided must include the following:

- if the teacher meets state qualifications/licensure requirements
- if the teacher is teaching under an emergency teaching certificate
- if the teacher has a baccalaureate degree
- if the child receives services from a paraprofessional
- the qualifications of the paraprofessional

Notification may be either via letter and/or included in the parent/student handbook or on the school's web page.

### Criteria of the Parents Right to Know Policy

#### SAMPLE

#### Parents Right to Know Title I School-wide and Title I Targeted Assistance Programs

*LEAs must notify parents of students attending Title I School-wide and Title I Targeted Assistance Programs that parents may request information on the professional qualifications of the student's teacher. The information must state if*

- the teacher meets State Qualifications/licensure requirements,
- the teacher is teaching under an Emergency Teaching Certificate,
- the teacher has a baccalaureate degree,
- the child receives services from a paraprofessional and
- the qualifications of the paraprofessional.

Upload a copy of the LEA's notification of the Parents Right to Know Policy on school letterhead under C2-06.

## C2-03: HQ Requirements for Core Academic Teachers

To be completed by the principal within the first 4 weeks of school.

- District
- School
- Principal Name (Printed)
- Start Date of School
- 4 Week Deadline for Completion

The principal must sign and date the document.

### Copy of the Principal's Verification

2010-2011 Principal's Verification of Highly Qualified Compliance <small>Pursuant to requirements mandated by P.L. 107-110 No Child Left Behind Legislation</small>	
<i>To be completed by the <u>principal</u> within the first 4 weeks of school:</i>	
District:	
School:	
Principal Name (Printed):	
Start Date of School:	
4 Week Deadline for Completion:	

I have reviewed the Highly Qualified Attestations, and relevant supporting documentation for all core academic teachers and the qualifications of all instructional paraprofessionals on my staff and verify that all documents are accurate and complete.

Signature of Principal \_\_\_\_\_ Date \_\_\_\_\_

#### \*Highly Qualified Core Academic Subject Areas

Economics  
Elementary Education  
English  
Foreign Language  
Geography  
History  
Mathematics  
Middle Grades General Science  
Middle Grades Language Arts/Reading  
Middle Grades Mathematics  
Middle Grades Social Studies  
Music  
Political Science/Government  
Science (including Biology, Chemistry, Earth Science, General Science, Integrated Science, Physical Science and Physics)  
Visual Art

Retain one copy of this form in the school office along with signed, individual teacher attestations and appropriate documentation.  
Submit a copy of this form to the district/superintendent's office.

Upload the signed copy under C2-03.

## C2-03: Title I Teacher Effectiveness

### Compliance Indicators

- ✓ Is the LEA Teacher Evaluation Instrument aligned to the State Teacher Model Framework?
- ✓ Does the LEA use a Teacher Evaluation Instrument in which 33-50% of the evaluation is focused on student growth?

***THIS ITEM WILL BE EFFECTIVE IN THE 2011-12 SCHOOL YEAR.***

## C2-04: HQ Procedures for Teachers and Parapros

### Compliance Indicators

*Procedures describe how the LEA ensures the following:*

- ✓ *Core academic teachers are highly qualified at time of hire or transfer.*
- ✓ *Core academic teachers are working towards becoming effective teachers as well as highly qualified teachers.*
- ✓ *Teacher and paraprofessional attestations and HQT database are completed during the first four weeks of school, maintained at the school site or main office of the LEA, and are available to the general public upon request.*
- ✓ *All parents of students in Title I Schools are notified of "Parent's Right to Know" regarding the qualifications of teachers and paraprofessionals in their child's classroom.*
- ✓ *Parents of all students in classrooms of core academic teachers who are not highly qualified receive notification after four (4) weeks that their child's teacher is not highly qualified.*
- ✓ *Poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (Equity).*
- ✓ *The LEA requires the principal of each Title I school to verify compliance with the "highly qualified" teacher and paraprofessional requirements annually.*



## C2-04: HQ Procedures for Teachers and Parapros

### Compliance Indicators

- ✓ Do parents of students in Title I schools receive notification of the “Parents Right to Know” regarding the qualifications of teachers and paraprofessional in their child’s classroom?
  - Documentation
    - “Parents Right to Know”

## TITLE I SCHOOLS

### Title I Schoolwide Plan

Complete the criteria under this item only if you are an LEA implementing a Title I Schoolwide Program.

### Title I Targeted Assistance School

Complete the criteria under this item only if you are an LEA implementing a Title I Targeted Assistance Program.

*Identify the Title I program(s) the LEA implements under the criteria questions in Cycle 2 in ALEAT.*

# Title I-A Schoolwide Plan

## C2-05: Schoolwide Eligible School Attendance Area

- ❑ The school serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families or not less than 40 percent of the children enrolled in the school are from such families.

[No documentation required]

## C2-05: Schoolwide Plan Development

- ❑ Each Schoolwide Plan in the LEA was developed during a one-year period with the involvement of parents and other members of the community.
  - Documentation
    - Schoolwide Plan in ALEAT

## C2-05: Schoolwide Plan Development

### Compliance Indicators

- ✓ *Has the plan been developed during a one-year period?*
- ✓ *Do the Schoolwide plans show evidence that the plan was developed with the involvement of parents and other members of the community, including teachers, principals, administrators, pupil services personnel, technical assistance providers and other school staff and, if appropriate, students from the schools?*
- ✓ *Is there evidence to show that Schoolwide plans are made available to the LEA, parents, and the public in an understandable and uniform format?*

# Title I-A Schoolwide Plan

## C2-05: The Schoolwide Plan

- All schools operating a Schoolwide Program have developed a comprehensive plan for reforming the total instructional program in the school.

[SW Plan with all SW components and SW tags in ALEAT]

## C2-12: Schoolwide Needs Assessment (CNA)

- Schoolwide schools have conducted a comprehensive needs assessment of the entire school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.

[upload current CNA to school filing cabinet in ALEAT]

# Title I-A Schoolwide Plan

## C2-05: Schoolwide Reform Strategies

- ❑ Each Schoolwide Program in the LEA includes in its plan schoolwide reform strategies that are based on scientifically-based research and provide opportunities for all children to meet the State's proficient and advanced levels of academic achievement .  
[required component in SW plan in ALEAT]

## C2-05: Schoolwide Parent Involvement

- ❑ Each schoolwide program in the LEA includes in its plan strategies to increase parental involvement including, but not limited to, the following:
  - ✓ Involving parents in the planning, review, and implementation of the schoolwide plan
  - ✓ Strategies, such as family literacy, to increase parental involvement
  - ✓ Description of how the school will provide individual school academic assessment results in a language parents can understand[required component in SW plan in ALEAT]

# Title I-A Schoolwide Plan

## C2-05: Schoolwide Intervention

- Each Schoolwide Program in the LEA includes in its plan interventions that ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided effective, timely, and additional assistance.

[required component in SW plan in ALEAT]

## C2-05: Schoolwide Transition

- Each Schoolwide Program in the LEA includes in its plan strategies for assisting preschool children in the transition from early childhood programs (e.g. Head Start, Even Start, Reading Early First, preschool under IDEA) to local elementary school programs, elementary to middle school, or middle to high school.

[required component in SW plan in ALEAT]

# Title I-A Schoolwide Plan

## C2-05: Schoolwide Academic Assessments

- Each Schoolwide Program in the LEA addresses in its plan measures to include teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

[required component in SW plan in ALEAT]

## C2-18: Schoolwide Professional Development

- Each Schoolwide Program in the LEA includes in its plan high- quality and ongoing professional development to teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff that enables all students in the school to meet the State's academic standards.

[required component in SW plan in ALEAT]



# Title I-A Schoolwide Plan

## C2-05: Schoolwide Highly Qualified Staff

- Each Schoolwide Program in the LEA includes in its plan an outline of how instruction is provided by staff - teachers and paraprofessionals - who meet the highly qualified as outlined in ESEA.

[required component in SW plan in ALEAT]

## C2-05: Schoolwide Recruitment Strategies

- Each Schoolwide Program in the LEA addresses in its plan strategies to attract and retain highly qualified teachers to high-needs schools.

[required component in SW plan in ALEAT]

# Title I-A Schoolwide Plan

## C2-05: Schoolwide Plan Evaluation

- All schools operating schoolwide programs, must annually evaluate the implementation of and results achieved by the Schoolwide Programs. The plan describes how the program is evaluated to determine the effectiveness in increasing the achievement of students in meeting the State's academic standards particularly those students who are furthest from achieving the standards. The plan also explains how the schoolwide school(s) revise the plan as necessary based on the results of the evaluation.  
[required component in SW plan in ALEAT]

## C2-05: Schoolwide Plan Coordination

- Each Schoolwide Program in the LEA describes in its plan the coordination and integration of Federal, State, and local services and programs.  
[required component in SW plan in ALEAT]

# Title I-A Targeted Assistance Schools

- C2-06: Targeted Assistance Eligible Students
- C2-06: Targeted Assistance Rank Order PK-2
- C2-06: Targeted Assistance Rank Order 3-12
- C2-06: Targeted Assistance Instructional Strategies
- C2-06: Targeted Assistance-HQ Staff
- C2-06: Targeted Assistance Professional Development
- C2-06: Targeted Assistance Program Evaluation

## C2-06: Targeted Assistance Eligible Students

### Compliance Indicator

In all schools identified as TA schools, an LEA must use Title I-A funds for supplemental programs that provide services to eligible Title I students identified as having the greatest need for special assistance to meet the Arizona College and Career Ready Standards.

PL 107-110 Sec. 1115; 20 USC 6315

## C2-06: Targeted Assistance Rank Order PK-2

### Compliance Indicator

- ❑ The LEA serves eligible children from preschool through Grade 2 who are identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic standards.
- ❑ Procedures describe the following:
  - ✓ How are students identified on the basis of criteria such as teacher judgment, interviews with parents, and developmentally appropriate measures?
  - ✓ What measure are used?
  - ✓ How are students rank ordered to determine which students are in need of academic intervention?

#### ESEA for LEAs

##### STUDENT SELECTION PROCESS

##### Student Selection

The program criteria are written for Grades PK-2 and 3-12.

Grade	Criteria
PK-2	<ul style="list-style-type: none"> <li>• Appropriate developmental measures</li> <li>• Diagnostic tests</li> <li>• Teacher judgment</li> <li>• Parental input</li> </ul>
3-12	<ul style="list-style-type: none"> <li>• Multiple academic measures                             <ul style="list-style-type: none"> <li>◦ Standardized achievement tests</li> <li>◦ Diagnostic tests</li> <li>◦ Previous report card grades</li> <li>◦ Informal reading interventions</li> <li>◦ Performance reports</li> <li>◦ Previous intervention/inclusion</li> </ul> </li> <li>• Teacher judgment</li> <li>• Parental input</li> </ul>

##### Criteria for PK-2

- Use developmental assessments as appropriate.
- Parents should be consulted for inclusion in the program.
- A determination of achievement needs to be established for the student to exit the program.

##### Criteria for 3-12

- In selecting the test to rank students, it is possible to use a specific component of the test rather than an aggregate score. For example, if the Reading test is divided into parts-Comprehension and Vocabulary- using the comprehension section score for ranking may be more accurate than using a combination of the two.
- In writing the criteria, determine the cut-off score that allows the student to participate as well as the one to demonstrate achievement.
- Parents need to be notified of inclusion into the program
- Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non participation, if applicable.

## C2-06: Targeted Assistance Rank Order 3-12

### Compliance Indicator

- ❑ The LEA serves eligible children from grades 3 through 12 who are identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic standards.
- ❑ Procedures describe the following:
  - ✓ How are students identified in Grades 3-12 on the bases of multiple, educationally related objective criteria?
  - ✓ What measure are used?
  - ✓ How are students rank ordered to determine which students are in need of academic intervention?

#### ESEA for LEAs

##### STUDENT SELECTION PROCESS

##### Student Selection

The program criteria are written for Grades PK-2 and 3-12.

Grade	Criteria
PK-2	<ul style="list-style-type: none"> <li>• Appropriate developmental measures</li> <li>• Diagnostic tests</li> <li>• Teacher judgment</li> <li>• Parental input</li> </ul>
3-12	<ul style="list-style-type: none"> <li>• Multiple academic measures                             <ul style="list-style-type: none"> <li>◦ Standardized achievement tests</li> <li>◦ Diagnostic tests</li> <li>◦ Previous report card grades</li> <li>◦ Informal reading interventions</li> <li>◦ Performance reports</li> <li>◦ Previous intervention/inclusion</li> </ul> </li> <li>• Teacher judgment</li> <li>• Parental input</li> </ul>

##### Criteria for PK-2

- Use developmental assessments as appropriate.
- Parents should be consulted for inclusion in the program.
- A determination of achievement needs to be established for the student to exit the program.

##### Criteria for 3-12

- In selecting the test to rank students, it is possible to use a specific component of the test rather than an aggregate score. For example, if the Reading test is divided into parts-Comprehension and Vocabulary- using the comprehension section score for ranking may be more accurate than using a combination of the two.
- In writing the criteria, determine the cut-off score that allows the student to participate as well as the one to demonstrate achievement.
- Parents need to be notified of inclusion into the program
- Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non participation, if applicable.

# C2-06: Targeted Assistance Rank Order

This guidance document is located in items C2-06 inside ALEAT. It can be used to guide the LEA in creating the Targeted Assistance Rank Order for Grades PK-2 and 3-12.

## C2-06: Targeted Assistance Rank Order Criteria for Grades PK-2

- Appropriate developmental measures
- Diagnostic tests (e.g. DIBELS)
- Teacher Judgment
- Parental Input - Parents should be consulted for inclusion in the program.

A determination of achievement should be established for the student to exit the TA program.

### ESEA for LEAs

#### STUDENT SELECTION PROCESS

##### Student Selection

The program criteria are written for Grades PK-2 and 3-12.

Grade	Criteria
PK-2	<ul style="list-style-type: none"> <li>• Appropriate developmental measures</li> <li>• Diagnostic tests</li> <li>• Teacher judgment</li> <li>• Parental input</li> </ul>
3-12	<ul style="list-style-type: none"> <li>• Multiple academic measures                             <ul style="list-style-type: none"> <li>◦ Standardized achievement tests</li> <li>◦ Diagnostic tests</li> <li>◦ Previous report card grades</li> <li>◦ Informal reading interventions</li> <li>◦ Performance reports</li> <li>◦ Previous intervention/inclusion</li> </ul> </li> <li>• Teacher judgment</li> <li>• Parental input</li> </ul>

##### Criteria for PK-2

- Use developmental assessments as appropriate.
- Parents should be consulted for inclusion in the program.
- A determination of achievement needs to be established for the student to exit the program.

##### Criteria for 3-12

- In selecting the test to rank students, it is possible to use a specific component of the test rather than an aggregate score. For example, if the Reading test is divided into parts-Comprehension and Vocabulary- using the comprehension section score for ranking may be more accurate than using a combination of the two.
- In writing the criteria, determine the cut-off score that allows the student to participate as well as the one to demonstrate achievement.
- Parents need to be notified of inclusion into the program
- Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non participation, if applicable.



# C2-06: Targeted Assistance Rank Order

This guidance document is located in items C2-06 inside ALEAT. It can be used to guide the LEA in creating the Targeted Assistance Rank Order for Grades PK-2 and 3-12.

## C2-06: Targeted Assistance Rank Order Criteria for Grades 3-12

- Multiple Academic Measures
  - Standardized Achievement Tests
  - Diagnostic Tests
  - Previous Report Card Grades
  - Informal Reading Interventions
  - Performance Reports
  - Previous Intervention/Inclusion
- Teacher Judgment
- Parental Input - Parents should be consulted for inclusion in the program

In writing the criteria, determine the cut-off score that determines eligibility and demonstrates achievement.

### ESEA for LEAs

#### STUDENT SELECTION PROCESS

##### Student Selection

The program criteria are written for Grades PK-2 and 3-12.

Grade	Criteria
PK-2	<ul style="list-style-type: none"> <li>• Appropriate developmental measures</li> <li>• Diagnostic tests</li> <li>• Teacher judgment</li> <li>• Parental input</li> </ul>
3-12	<ul style="list-style-type: none"> <li>• Multiple academic measures                             <ul style="list-style-type: none"> <li>○ Standardized achievement tests</li> <li>○ Diagnostic tests</li> <li>○ Previous report card grades</li> <li>○ Informal reading interventions</li> <li>○ Performance reports</li> <li>○ Previous intervention/inclusion</li> </ul> </li> <li>• Teacher judgment</li> <li>• Parental input</li> </ul>

##### Criteria for PK-2

- Use developmental assessments as appropriate.
- Parents should be consulted for inclusion in the program.
- A determination of achievement needs to be established for the student to exit the program.

##### Criteria for 3-12

- In selecting the test to rank students, it is possible to use a specific component of the test rather than an aggregate score. For example, if the Reading test is divided into parts-Comprehension and Vocabulary- using the comprehension section score for ranking may be more accurate than using a combination of the two.
- In writing the criteria, determine the cut-off score that allows the student to participate as well as the one to demonstrate achievement.
- Parents need to be notified of inclusion into the program
- Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non participation, if applicable.



# C2-06: Targeted Assistance Rank Order

This guidance document is located in items C2-06 inside ALEAT. It can be used to guide the LEA in creating the Targeted Assistance Rank Order for Grades PK-2 and 3-12.

## How to Determine Eligibility

### Primary Criteria

- Serves as the “driver” in determining who qualifies for Title I Targeted Assistance Services. It is the primary tool for ranking and provides the data on which the LEA bases its decision.

### Secondary Criteria

- The other academic measures used to determine and support whether a student qualifies for TA interventions.

### Talking Points

Qualitative data such as teacher input, parent requests, or whether the student is on track for grade progression or graduation.

## ESEA for LEAs

### CREATING THE CRITERIA

#### How to Determine Eligibility

When determining eligibility, break down the criteria into three categories:

#### Primary Criteria

This serves as the “driver” in determining who qualifies for Title I targeted assistance services. It is the primary tool for ranking and provides the data on which the LEA bases their decision.

For example, for Grades 3-12, the primary criteria may be a standardized test such as performance on the AIMS reading test. However, if using a standardized test, use the numeric score the student received. For example, if using the AIMS Reading exam, do not rank students by their designation of falls far below (fflb), approaches (a), meets (m), or exceeds (e).

Use one measure that equalizes all students to create the list. Averaging the scores will not give an accurate measure of need. Determine the cut score that allows the student to participate and demonstrate achievement.

An LEA may even designate a specific standard of performance on an assessment such as reading comprehension or vocabulary as the determiner.

#### Secondary Criteria / Talking Points

These are the other criteria the LEA has identified through their needs assessment as factors influencing student achievement.

Secondary criteria are the other academic measures used to determine whether a student qualifies for targeted assistance interventions. While the primary criteria drive the decision regarding who receives academic interventions, secondary criteria are used to support the decision.

Talking points are the third form of support that determines whether a student qualifies for academic intervention through Title I. This data usually consists of qualitative data such as teacher input and parent requests or whether the student is on track for grade progression or graduation.

An LEA may target a specific component of an assessment rather than the aggregate score as an academic measure.

For example, use the Reading Comprehension score on the AIMS rather than the composite test score.

# C2-06: Targeted Assistance Rank Order

This guidance document is located in items C2-06 inside ALEAT. It can be used to guide the LEA in creating the Targeted Assistance Rank Order for Grades PK-2 and 3-12.

**Targeted Assistance Program PK-2**  
List the rank order criteria for Grades PK-2 starting with the primary criteria and followed by the secondary criteria and talking points.

**Targeted Assistance Program 3-12**  
List the rank order criteria for Grades 3-12 starting with the primary criteria and followed by the secondary criteria and talking points.

You may use this template for defining your criteria for rank ordering eligible students.

For Grades PK-2, upload this form under item C2-06. For Grades 3-12, upload this form under item C2-06.

**ESEA for LEAs**

School Criteria

Determine how will you decide who receives Title I services for the grade levels you serve?  
*Remember, the criteria for K-2 differs for grades 3-12.*

*\*Students in Grades K-2 eligible for Title I Services are those who...*

- 1.
- 2.
- 3.
- 4.
- 5.

*\*Students in Grades 3-12 eligible for Title I Services are those who...*

- 1.
- 2.
- 3.
- 4.
- 5.

Student Selection Criteria for Targeted Assistance Program – August 2010

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## C2-06: Targeted Assistance Rank Order

### Data-driven decision making

- ✓ Placement criteria for TA program
- ✓ Time for data analysis and instructional planning
- ✓ Program exit criteria
- ✓ [required components in TA Plan in ALEAT]

## C2-06: Targeted Assistance Instructional Strategies

### Compliance Indicator

Each Targeted Assistance program uses effective methods and instructional interventions based on scientifically-based research with Targeted interventions in reading and mathematics for most academically at-risk.

- ✓ Accelerated, high quality curriculum aligned with regular classrooms' standards-based curriculum
- ✓ Extended learning time
- ✓ [required components in TA Plan in ALEAT]
- ✓ Minimizes removing children from the regular classroom during regular school hours

## C2-06: Targeted Assistance Coordinated and comprehensive services

- ✓ Parent and family engagement required
- ✓ ECAPs – HS required; grades 5-8 recommended
  - [required components in TA Plan in ALEAT]

## C2-06: Targeted Assistance – HQ Staff

## Compliance Indicator

- Each targeted assistance program provides instruction by highly qualified teachers and paraprofessionals.

List the following:

- CTDS #
- LEA Name/Person Submitting
- Date
- Name of Title I Teacher Paid with Title I Funds
- School Site/Subject
- Schedule of Sessions

## Copy of the Title I Teacher List.

[illegible]

Upload this document under C2-27.

## C2-06: Targeted Assistance Professional Development

### Compliance Indicator

- Each targeted assistance program provides opportunities for professional development with Title I resources for teachers, principals, and paraprofessionals, and others who work with participating children in Title I programs.

### Strengthen instruction for all students (focused on the needs of the targeted students)

- ✓ Focused PD based on needs of Title I staff and teachers of Title I students?
  - [required component in TA Plan in ALEAT]
- ✓ Are Title I funds used to provide professional development opportunities for Title I personnel and, if appropriate, parents?
- ✓ Does the professional development that is provided enable teachers to help students meet the State's challenging student academic achievement standards?

## C2-06: Targeted Assistance Program Evaluation

### Compliance Indicator

- Each Targeted Assistance program reviews, on an ongoing basis, the progress of participating children and modifies and adjusts the targeted assistance program accordingly.
- [required component in TA Plan in ALEAT]
- Procedural Questions:
  - ✓ Has the program has been implemented with fidelity?
  - ✓ Has the professional development prepared teachers to implement the program?
  - ✓ Are the scientifically-based strategies working?
  - ✓ Are students are making progress in the Targeted Assistance program?

### Evidence:

- Targeted Assistance I Program Evaluation



## C2-07: MEP Coordination of Services

Does the LEA have an MEP Service Delivery Plan that indicates how the LEA maintains documentation that coordination is in keeping with the LEA MEP application, Service Delivery Plan, and of inter-coordination and intra-coordination as it applies to supplemental services and program?

### *Documentation:*

- MEP Service Delivery Plan

## C2-08: MEP Services for Preschool/Out of School Youth

### Compliance Indicator

- ❑ Does the evidence show that the LEA provided services to preschool migratory children and out of school youth?

#### *Documentation:*

- MEP Services to Out –of- School Youth
- MEP Preschool Services
- MEP Service Delivery Plan